

**Texas Education Agency
Standard Application System (SAS)**

**2018–2020 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Success**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	February 23, 2018, to June 15, 2020	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 JAN -9 PM 12:49 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Heidi Flynn: PTECH@tea.texas.gov ; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Diego ISD	066-902	San Diego Early College High School/001	N/A
Vendor ID #	ESC Region #		
74-6002230	02		
Mailing address		City	State ZIP Code
609 West Labbe Ave		San Diego	TX 78384-3499
Primary Contact			
First name	M.I.	Last name	Title
Graciela		Pizzini	Director of Educational Services
Telephone #	Email address		FAX #
(361) 279-3382	gpizzini@sdisd.us		(361) 279-1831
Secondary Contact			
First name	M.I.	Last name	Title
Oscar	L.	Alaniz	Grant Manager
Telephone #	Email address		FAX #
(956) 970-1515	oscaralaniz36@gmail.com		N/A

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Dr. Samuel	M.I. Last name Bueno	Title Superintendent
Telephone # (361) 279-3382 ext. 2222	Email address sbueno1@sdisd.us	FAX # (361) 279-3388
Signature (blue ink preferred)		Date signed

Samuel Bueno

1-6-2018

Only the legally responsible party may sign this application.

701-18-101-008

Schedule #1—General Information

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – Federal Funds		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	Crosswalk Template	The Crosswalk Template outlines current program/course of study for students.
2	Work Based Education Matrix Template	The Work Based Education Matrix Template details the appropriate work based education experiences for students at each grade level.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Part 3b: Revised Budget For Federal Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☒ P-TECH ☐ ICIA ☐ Both

Opening Statement: San Diego Early College High School (ECHS) is designated as an Early College High School as of the 2016-2017 school year. It is the goal of campus administrators and teachers to provide its students with a coherent sequence of classes that can lead to a high school diploma, an Associate's degree, an industry credential, and/or work-based experiences. If awarded, the district will automatically be designated as a P-TECH campus for the 2018-2019 school year, which will allow the campus to immerse students in these rigorous educational opportunities. This includes being connected to Texas' labor market demands, responsive to employer needs, and focused both on educational and employment outcomes. In particular, grant funds will be utilized to implement a scale-up model. This will ultimately enable students in grades 9th through 12th by the 2022-2023 academic school year, who are at-risk of dropping out or who wish to accelerate completion of high school, to combine high school courses and college-level courses by providing rigorous academic and/or work-based programs that offer students a clear pathway to skilled employment opportunities while also responding to local workforce needs. Additionally, by becoming designated as a P-TECH campus, the campus will be able to provide students flexible scheduling. Unlike traditional high schools that require students to complete their courses within four (4) years, if necessary, the campus will provide students an additional 2 years to complete their courses; thereby, increasing college course completion rates.

Budget Development: The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 pts.) In order to develop the proposed 28-month budget, the district outlined activities, goals, and milestones that would ensure the campus was prepared to establish all components of the P-TECH program. The campus identified Architecture and Construction, (10 pts.), one of the Governor's Industry Clusters, as their targeted industry cluster for the program. This cluster will focus on: Enhancing established partnerships; Identifying and recruiting teachers and students to participate in the program; and Budgeting funds needed to provide appropriate equipment, assessments, professional development, and program management. Therefore, by taking into consideration all personnel, materials, and identified expenses on the proposed budget, the district believes they will be able to adequately support the activities outlined in the grant proposal.

Demographics of the Campus: The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 pts.) Needs assessment findings revealed that the San Diego ECHS had a high percentage of students who are at-risk as defined by PEIMS (TEC§29.081) and are traditionally underrepresented in college. San Diego ECHS has 79.3% of its students identified as Economically Disadvantaged (State 59.0%), 1.8% as English Language Learners, and 59.3% as At-Risk (State 50.3%). Furthermore, only 24.4% of the students graduated College Ready in English and Math (State 38.7%) and 50.6% graduates enrolled in a Texas Institution of Higher Education (TX IHE) (State 56.1%). Finally, only 31.0% of the students completed Twelve Hours or More Hours of Post-Secondary Credit (State 48.7%). Therefore, if awarded, the proposed program will assist in addressing the needs identified with the significantly disadvantaged target population.

Needs Assessment: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 pts.) The initial needs assessment process was designed and reviewed by the district and campus administrators, to include the Superintendent, Director of Educational Services, Director of Finance, Principal, and other district/campus personnel. The magnitude or severity of the problems the students face has caused the students attending San Diego ECHS to perform low academically, as seen in the aforementioned percentages. The district will address the target population's problems by making it easier for them to complete their courses. The campus will do this by: Offering flexible scheduling; Hiring a full-time Career and Technology Counselor to provide both social/emotional support; and Providing students with individualized career and course planning.

If awarded, the campus administrators and Principal will be responsible for determining how effective the proposed activities are in addressing the needs determined in the needs assessment. These individuals will meet on a quarterly basis, to assess and review the strategies and activities being conducted. If areas of weakness are identified at any point of operation, the campus administrators and Principal will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the School Board Members, TEA's selected Technical Assistance (TA) Provider, and TEA for approval.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Management Plan: Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth. (5 pts.) The management plan is designed to achieve the objectives of the proposed program on time and within budget. (5 pts.) To ensure the program receives consistent, high-quality management, a Career Counselor/Project Director will be assigned to oversee the program. This individual will be required to hold a minimum of a Master's degree in Educational Management. Additionally, a minimum of 5 years of experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors will also be required. This Career Counselor/Project Director, along with campus/district administrators, and/or the TEA-selected TA Provider will go through a review process of all new external consultants and personnel that will be hired after the Notice of Grant Award (NOGA). This review process, as well as, the academic and experience requirements of the Career Counselor/Project Director ensure that the program personnel and external consultants will be of sufficient quality and depth; thereby, assisting in a successful grant implementation.

Moreover, the district will create a Leadership Team during the term of the grant funding period that will include the Career Counselor /Project Director, campus/district staff, IHE staff, and partnering business representatives. This team will be responsible for meeting on a quarterly basis and determining if the campus is demonstrating progress in meeting milestones and objectives. Based on findings, a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and campus websites. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review. The creation of this Leadership Team along with the extensive review process will also contribute to a successful implementation of the grant program.

Evaluation: The methods of evaluation provide for examining the effectiveness of program strategies. (2 pts.) The use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project. (3 pts) The procedures ensure feedback and continuous improvement in the operation of the proposed program. (3 pts.) In order to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include: Conducting surveys to provide continuous feedback on the program; Collecting feedback from partnering agencies on meetings held to prepare for P-TECH designation; Reviewing report cards and classwork, TSI assessments, and benchmarks (quantitative); Surveying parents and students to ensure that strategies being implemented to inform and solicit feedback on the P-TECH designation are being successful (qualitative); and Having the TEA assigned TA Provider complete a questionnaire evaluating the district's planning strategies and progress in completing the implementation plan and P-TECH Blueprint.

Organization: Application is organized and completed according to instructions. (5 pts) Key stakeholders met and reviewed the completed application to ensure that all Statutory and TEA Program Requirements were answered completely and accurately. This included:

- Identifying a Governor's Industry Cluster area (as identified in Schedule #5 – Program Executive Summary) to focus on. Key stakeholders reviewed the feedback and responses provided by district staff and students, as well as, the local workforce needs prior to selecting Architecture and Construction (10 pts.) as the industry cluster to pursue.

To ensure that all project participants remain committed to the success of the project, the district has received commitments from participants, including administration and partnering agencies, Mel's Welding and Luchazie Construction. The Career Counselor/Project Director will be assigned to oversee the program and distribute information to parents, students, teachers, campus/district administrators, and community members. The Career Counselor/Project Director will be responsible for ensuring that activities and strategies being implemented are of sufficient quality and scope for the continued commitment of stakeholders. On-going support will also be provided by the TEA selected TA Provider, district/campus administration, and partnering agencies and consultants. In addition, the proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds beyond funding. (3 pts.) San Diego ECHS will align and complement existing resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and trainings. San Diego ECHS will provide students with access to an existing instructional area (provided by CTE State funds), which can be utilized to conduct hands-on lessons and work-based simulations.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2020

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (36%)			Federal Funds (64%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$66,700	\$0	\$66,700	\$26,000	\$0	\$26,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,241	\$0	\$8,241	\$15,723	\$0	\$15,723
Schedule #9	Supplies and Materials (6300)	6300	\$17,540	\$0	\$17,540	\$40,991	\$0	\$40,991
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$81,696	\$0	\$81,696
Total direct costs:			\$92,481	\$0	\$92,481	N/A	\$1,990	\$164,410
1.196% indirect costs (see note):			N/A	\$1,119	\$1,119	N/A	\$1,990	\$1,990
Grand total of budgeted costs (add all entries in each column):			\$92,481	\$1,119	\$93,600	\$164,410	\$1,990	\$166,400

Administrative Cost Calculation

	State Funds	Federal Funds
Enter the total grant amount requested:	\$93,600	\$166,400
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$9,360	\$16,640

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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RFA #701-18-101; SAS #272-18
2018–2020 P-TECH and ICIA Success

Schedule #7—Payroll Costs (6100) – State Funds					
County-district number or vendor ID: 066-902			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)	Match
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk	1		\$32,000	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor (Career Counselor)	1		\$26,000	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$58,000	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		\$	\$
20	6119	Professional staff extra-duty pay		\$	\$
21	6121	Support staff extra-duty pay		\$	\$
22	6140	Employee benefits		\$8,700	\$
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$8,700	\$0
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$66,700	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #7—Payroll Costs (6100) – Federal Funds					
County-district number or vendor ID: 066-902			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)	Match	
Program Management and Administration					
1 Project director		1	\$26,000	\$	
2 Project coordinator			\$	\$	
3 Support Staff directly working on the program			\$	\$	
Other Employee Positions					
4 Title			\$	\$	
5 Title			\$	\$	
6 Title			\$	\$	
7	Grand total:		\$26,000	\$0	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds			
County-district number or vendor ID: 066-902		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Comprehensive Training Center – Will provide professional development training which will prepare teachers to teach the targeted courses.	\$8,241	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
b. Subtotal of professional and contracted services:		\$8,241	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$
(Sum of lines a, b, and c) Grand total		\$8,241	\$
Schedule #8—Professional and Contracted Services (6200) – Federal Funds			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Comprehensive Training Center – Will provide professional development training which will prepare teachers to teach the targeted courses.	\$15,723	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
b. Subtotal of professional and contracted services:		\$15,723	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$
(Sum of lines a, b, and c) Grand total		\$15,723	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300) – State Funds			
County-District Number or Vendor ID: 066-902		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6300	Total supplies and materials that do not require specific approval: Equipment and supplies necessary for the implementation of identified programs of study. (\$13,220) Mobile Technology Workstations (4 x \$1,080 = \$4,320)	\$17,540	\$15,000
Grand total:		\$17,540	\$15,000

Schedule #9—Supplies and Materials (6300) –Federal Funds			
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
63XX	Technology not capitalized	\$37,500	\$
	Specify purpose: 25 computers to be utilized for computer aided drafting.		
Subtotal supplies and materials requiring specific approval:		\$37,500	\$0
6300	Total non-consumable supplies and materials that do not require specific approval: Equipment and supplies necessary for the implementation of identified programs of study. (\$3,491)	\$3,491	\$
Grand total:		\$40,991	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400) – State Funds			
County-District Number or Vendor ID: 066-902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$0	\$0

Schedule #10—Other Operating Costs (6400) – Federal Funds			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – State Funds					
County-District Number or Vendor ID: 066-902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	Building Use Fees – Will be provided by the partnering business partners for work-based experiences.			\$0	\$22,000
Grand total:				\$0	\$22,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – Federal Funds					
County-District Number or Vendor ID: 066-902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Air Conditioning/Heat Pump Troubleshooting Learning System - Will allow students to acquire skills required to trouble shoot an airconditioning and heat system.	1	\$24,966	\$24,966	\$
20	Environmental Applications Learning System - Will allow students to train and master skills required to install an trouble shoot an airconditioning and heat system.	1	\$11,785	\$11,785	\$
21	Residential Air Conditioning Trainer, Base Unit - Will provide students with training required to instal an aircondition.	1	\$17,100	\$17,100	\$
22	Residential Heat Pump Trainer - Will provide students with training required to instal an heat pump.	1	\$17,100	\$17,100	\$
23	Residential Wiring Demonstrator - Will provide students with training required to master residential wiring.	1	\$10,745	\$10,745	\$
24	Tools and Equipment – Will be provided by the partnering business partners to include tools and equipment required for work-based training.	1			\$15,000
Grand total:				\$81,696	\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

The costs reflected in the budget are appropriate for the results expected. (7 pts.) The requested amount of \$260,000 for the 28 months of the P-TECH and ICIA Success Grant is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target 1 campus, 369 students, and 27 teachers. The estimated costs are based on current district expenditures, and the district will follow all necessary procurement procedures to ensure the best cost is made available on expenses.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 pts.) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the campus is only designated as an Early College High School; therefore, expanding to the proposed services identified in this application to a P-TECH Program will not supplant any current activities.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1	Teacher/Parent/Student/ Liaison/Business Surveys	1 Positive feedback is received on teacher/parent/student interaction.
		2 Positive feedback is received on teachers/business instruction.
		3 Positive feedback is received on industry liaison interaction with students.
2	Evaluation of Students' Learning	1 Increase in the number of students that take TSI testing.
		2 Report cards, classwork, and benchmarks demonstrate progress.
		3 Increase in the average number of students who receive an Associate's degree.
3	Leadership Team Feedback	1 The Leadership Team will actively participate in addressing how the school is reviewing student qualitative/quantitative data to continuously improve the program and the rate of student success.
		2 Members of the Leadership Team will meet to review and assess each report that is sent to TEA prior to submission.
		3 The Leadership Team will attend relevant professional development trainings that may assist them in enhancing the P-TECH Program.
4	Classroom/Industry Observations	1 Student engagement increased in the classroom and designated industry.
		2 Increase in the number of industry experiences provided to the students.
		3 Well-defined learning activities provide a college-going culture and are completed.
5	Review Use of Industry/Teacher Course Materials	1 Industry/Teachers increase the number of students who graduate with an industry-related certification.
		2 Industry/Teachers integrate an understanding of facts, concepts, and principles.
		3 Industry/Teachers provide multiple, varied examples to illustrate skills.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Collecting Data: The evaluation includes processes for collecting data, including program- and student-level academic data. (3 pts.) The campus will collect data including program-level data, number of participants served, and student-level academic data. The data will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of opportunities campus teachers and higher education faculty collaborate through planning, teaching, and professional development; Number of students engaged in TSI-success activities; and Hours of college credit earned by students. The evaluation provides for examining the effectiveness of strategies. (2 pts) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Moreover, the Industry Liaison will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and Texas Success Initiative (TSI) reports to determine an increase in student academics. **Problems with Project Delivery to be Identified and Corrected:** The evaluation provides for the identification and correction of problems. (2 pts) Data collected will allow the district, Industry Liaison, college/university, Technical Assistance (TA) Provider and contracted consultants the ability to determine whether the professional development trainings are positively impacting the students and teachers. Areas of concern will be discussed, and modifications will be made regularly to the proposed plan, as needed.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the current P-TECH or ICIA (or similar program) school structure. Describe how the school currently meets criteria for open enrollment. In addition, complete the data chart for students who are currently in the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current School Structure: Applicant is currently serving the target population in their P-TECH and ICIA (or P-TECH and ICIA similar) program (10 pts.) Currently, the open enrollment Early College High School (ECHS) campus serves as a smaller learning community within a larger high school. The Principal oversees scheduling, hiring, and budget autonomy. In addition, the Principal ensures that all participating student data is disaggregated and reported as required by the Texas Education Agency (TEA). To meet the terms of open enrollment, the Principal does not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment. Since the campus is not located on a college or university campus, an IHE Liaison is assigned to the ECHS. The Liaison helps ensure that regular use of the college's academic facilities is provided to students. This includes assisting with registration, providing degree planning for students, assisting with information on TSI Assessments, etc. In addition, a Leadership Team was established at the campus to provide expert information and feedback. Each member is responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input play a vital role in the support and success of the P-TECH Success Program. Members of the Leadership Team include: Superintendent, Director of Educational Services, Director of Finance, San Diego ECHS Principal, Coastal Bend College President, College Director of Dual Enrollment, Coastal Bend College Liaison, and Industry Liaisons.

Establish a Recruitment and Enrollment Process: Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among program participants. (5 pts.) The Leadership Team have formalized a recruitment and enrollment process. The process does not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment. Instead, the process identifies, recruits, and enrolls subpopulations that are historically underrepresented in college courses (e.g., first generation college-goers, students of low socioeconomic status, African American, Hispanic, etc.). Enrollment decisions will not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average. The recruitment and enrollment process includes:

Recruitment – A timeline of recruitment events have been established and are utilized as a guide for the recruitment and marketing process. Recruitment materials will be distributed at feeder schools and other appropriate locations in the community. This includes brochures and marketing material in Spanish, English, and/or relevant second language(s). Finally, a written communication plan has been approved for targeting identified audiences, parents, community members, school board, higher education personnel, etc. This communication plan includes targeted media outlets (local newspaper, school newspaper, Facebook, etc.), daily announcements, district and campus websites, and school marquee.

Enrollment – 1.) The Principal and/or Counselors conduct(s) an in-depth orientation and interview(s) for both the parent/guardian and student. This orientation will cover the structure, goals, intent, and standard expectations. 2.) The student and parent/guardian must complete the enrollment application and written essay and submit in person to San Diego Early College High School's Administrator. 3.) The application and written essay will be reviewed blindly with all identifying information hidden from the selection committee. The selection committee consists of district and campus administration, counselors, and teachers of the Bernarda Jaime Junior High School or San Diego ECHS. 4.) Applications meeting the selection criteria will be placed in a lottery pool in which students will be selected to become the future P-TECH cohort by random drawing. 5.) The selected applicant and their parent/guardian will then be notified by the Principal or Counselor within two weeks following the lottery drawing. 6.) The parent/guardian and students have two weeks to notify the Principal or Counselors of their acceptance or rejection of the invitation to become a member of the San Diego ECHS. 7.) A second random lottery drawing will be held to fill any vacancies to meet the TEA agreed upon cohort size. This criterion will be utilized for the open enrollment process.

Grade Level	# Students in Program*	Program % At-Risk (Defined by PEIMS)	Program % LEP	Program % ESL	Program % SPED	Program % Eco Dis	Program % First Generation College Goers
9 th	67	48%	0%	0%	1%	67%	36%
10 th	62	47%	3%	3%	11%	61%	53%
11 th	57	47%	0%	0%	1%	68%	47%
12 th	59	24%	0%	0%	1%	66%	73%

*If program does not currently include students from the grade level, write n/a in each column.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Statutory Requirement 2: Describe one program/course of study that you offer to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 pts.) San Diego Independent School District (ISD), in partnership with Coastal Bend College, currently offers a Fine Arts Program which provides students with a broad-based education in "college basics" that promotes critical thinking skills and allows for an opportunity to make an informed choice in educational preferences. This program through Coastal Bend College offers a two-year, full accredited and transferable, Associate in Arts Degree.

To that note, the Fine Arts Division at Coastal Bend College offers a wide array of courses in the Fine Arts for the Associates in Arts degree completion, for transfer to 4-year institutions, as well as for personal interests and profession development. These courses lead to professions as an artist, educator, or designer or lead to completing another degree requirement.

Courses offered include: Design, Drawing, Painting, Watercolor, Glass Blowing, Art Appreciation, Listening to Music and Introduction to Theater.

Areas of Study include: Studio Art (Professional Artist); Graphic Design (Advertising Professional); Art Education (Teaching Certificate).

Statutory Requirement 3: Describe how you allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 pts.) The ECHS campus administrators currently work in close partnership with Coastal Bend College and Mel's Welding and Luchazie Construction to allow participating students to complete high school and receive the required diplomas, certifications, and/or work-based education experiences. Mel's Welding and Luchazie Construction track and monitor the students' hours that are obtained during internships/externships. These hours are submitted to the Principal who will share the information with Coastal Bend College so that students can obtain their Cooperative Education credit hours.

The success of this new proposed P-TECH program will be ensured by creating a:

Shared Vision and Understanding of Roles and Responsibilities

- Expectations for students and parents;
- Memorandum of Understanding between education partners; and
- Memorandum of Understanding between business partners.

Culture of Learning and Support

- Rigorous instruction, accelerated coursework, and/or work-based education;
- A college-going, career-focused culture that provides high school students with access to college facilities, internships/externships, and other services;
- Student support systems including tutoring, counseling, and mentoring; and
- Collaborative teaching and professional development.

Focus on Outcomes

- Increase high school graduation and reduce drop-out rates for students at-risk of not graduating;
- Reduce barriers to college access for first-generation college-goers;
- Increase attainment of post-secondary education and training;
- Increase students' career readiness in career fields of high-demand that offer competitive pay; and
- Reduce the unemployment and poverty rates in the targeted area.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flexible Class Scheduling: San Diego ISD currently provides flexible class scheduling to students taking college credit courses, which will reduce many of the challenges that could arise when partnering with Coastal Bend College during the term of the grant. Prior to creating their own ECHS, the district researched strategies that have proven to be effective at other Early College High Schools (ECHS). **The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts.)** Based on research found on the Texas Early College High School website, the San Diego ECHS mimicked a class scheduling model that offers a five-period block schedule consisting of 80-minute courses. The longer class periods allow flexibility for rigorous instruction and accelerated courses, as well as, meeting the needs of students at different levels. Each Spring, the Principal and Counselors meet with students to discuss and allow the student to select their courses for the following school year. Once all students have made their course selections, the Principal and Counselors meet with Coastal Bend College's Director of Dual Enrollment, Liaison, and Counselors to ensure the department heads have seats and programs available for the participating students. The students are then registered for their selected college courses. With the college courses entered into the schedule, the Principal and Counselors fill in the open timeslots with the remaining courses that are offered at the campus. The district is confident that the current procedures in place at the district provides students with the flexibility needed for designing and completing their classes.

Mentoring: In addition, the district provides students with academic mentoring that has proven to be successful. Due to the demanding schedule each participating student has, the district knows that it is important to provide students access to an academic mentor who will support them by offering advice, sharing resources, and caring about their success. Therefore, the planned schedule allows for a 30-minute academic advising period. During this time, participating students report to their assigned academic mentor which provides additional assistance and guidance. This includes tutoring, homework assistance, and academic advising.

Furthermore, the Principal coordinates efforts with Coastal Bend College to have upper classmen from the college assigned as student mentor for the students. The mentors serve as a friend and role model to support and encourage the students in their academic and personal growth. The mentor guides the student through the difficult transition from high school to college.

Statutory Requirement 5: Describe how you provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Attach a current (for school year 2018–2019) dated plan that includes academic preparation classes, academic interventions, and waivers for fees associated with any fee-based assessments (5 pts.) San Diego ISD, in partnership with Coastal Bend College, Mel's Welding, and Luchazie Construction, provides participating students the opportunity to receive a high school diploma, work credential (certificate and/or license), and an Associate's degree at no cost. An MOU established between the district and each party outlines the roles and responsibilities that each agency is committed to. This includes the financial commitment that will be absorbed by each agency. The following illustrates some of the cost allocations to provide no cost tuition to students:

Tuition: Coastal Bend College waives all fees to all participating students for the dual and concurrent credit courses provided. In order to offset this cost, Coastal Bend College utilizes formula funds obtained through the State for dual and concurrent credit courses and are based on contact and/or credit hours of instruction. These costs include the use of college/university facilities, college mentors, and staff.

Books: Funds obtained from Average Daily Attendance (ADA) and Instructional Materials Allotment (IMA) funding are utilized to purchase or lease books required by students.

Materials and Equipment: Funds obtained from Average Daily Attendance (ADA), Instructional Materials Allotment (IMA), and Career and Technology Education (CTE) funding will be utilized to purchase materials and equipment not covered through this grant.

Testing: The district is currently an approved Texas Success Initiative Assessment (TSIA) testing site. With a per unit price of \$1.70 (total of 8 units), the district is able to waive this fee for all participating students.

Workforce Experience: Mel's Welding and Luchazie Construction provide participating students access to any equipment and materials that are required for use during their internships/externships.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Statutory Requirement 6: Describe your primary partnership with an institution of higher education (IHE) and address all of the items outlined in the statutory requirements (curriculum alignment, instructional materials, instructional calendar, etc.). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quality of IHE Partnerships. (10 pts.) Coastal Bend College has successfully coordinated with San Diego ECHS to provide students with college experience while still in high school. Currently, Coastal Bend College has Memorandums of Understanding (MOU) in place with our district, as well as, 7 other school districts to provide a strong support network, specific academic advising, and rigorous academic curriculum. The campus' size is large enough to offer a diverse array of programs, majors, and services to suit every interest, while never losing sight of the needs of each individual student. The college's dual enrollment program is an affiliate member of the National Alliance for Concurrent Enrollment Partnerships (NACEP). Currently, Coastal Bend College offers dual and concurrent credit courses, such as: Automotive 1301; Business Management 1341; Cosmetology 1405; and English 2307.

This experience makes Coastal Bend College an ideal IHE partner for the P-TECH Program. In order to maintain a strong partnership with Coastal Bend College, the district and campus administration will meet with the College President, Vice President of Instruction, College Liaison, and College Counselor to include all the agreed upon duties and responsibilities as required by this grant in the MOU. Each of the agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain a strong partnership, district and college representatives will meet regularly to review student outcomes and address any issues. Moreover, each year the college and district administration will meet to review and renew the MOU. This will provide each agency the opportunity to modify the MOU as deemed necessary. Finally, district has obtained a letter of support, that was signed by the Coastal Bend College President, which details their commitment to this project. **Attached is a letter of support from an IHE (5 pts.)**

Statutory Requirement 7: Describe your current partnership with at least one business partner and address how you fulfill the statutory requirements for students to receive work-based training or education as well as priority in interviewing. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Diego ISD has partnered with 2 separate businesses to provide work-based training and education and interviewing priority for students. The activities offered will be designed to meet the students' needs based on their grade level. A detailed breakdown of how the students will receive appropriate, personalized work experience is attached on the work-based template. Additionally, a summarized version of information for each business is included below:

QUALITY OF CURRENT BUSINESS PARTNERSHIPS (10 pts.)

Name	Type	Proposed Work-Based Education for Students
Mel's Welding	Welding	Will continue to provide students with welding work-based training, which consists of learning oxy-fuel welding techniques, gas metal arc techniques, clamping broken metal pieces together, fabricating metal, and drafting. In addition, all equipment and materials required to complete tasks is furnished for the student. This includes: welders, electrodes, safety gear, and more.
Luchazie Construction	Construction	Will continue to provide students with construction work-based training, which consists of reading and drafting blueprints, painting the interior and exterior of buildings, carpentry, and roofing. In addition, all equipment and materials required to complete tasks is furnished for the student. This includes: ladders, basic tools, such as hammers and drills, paint sprayers, and more.

Due to the successful partnerships with Mel's Welding and Luchazie Construction, San Diego ISD will continue to work with these business partners. The district and campus administration will meet with each agency to develop their separate MOUs. Each MOU will include the agreed upon duties and responsibilities for each agency. The agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain a strong partnership, the district representative will meet with the business representatives to review student outcomes and address any issues. These meetings will be conducted jointly, so that ideas can be shared and solutions to issues can be presented. In addition, separate quarterly meetings will be held with each of the partnering businesses in order to provide each business with privacy and discretion. Moreover, each year the district administration will meet with each business to review, renew, and or/modify the MOU as deemed necessary. Finally, the district has obtained a letter of support from each business, that was signed by the President/CEO, which details their commitment to this project. **Attached is a letter of support from two (2) potential business partners (4 pts.)**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

Statutory Requirement 8: Describe current workforce needs in the applicant's area and how the applicant works as a collaborative team with the regional workforce development board and the IHE to define the regional needs and provide a structured path to certifications and associate degrees to fill the local workforce needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quality of Work Based Education Plan for every grade level as described in Statutory Requirement #8 (10 pts.). During the preparation of the application, San Diego ISD contacted Workforce Solutions of the Coastal Bend's Executive Director, Kenneth Treviño, to request a list of high-demand occupations. Mr. Treviño researched the current trends, as well as, projected occupation growth based on economic and business industry growth. This list was signed and dated by the Executive Director in order to be included in the required Implementation Plan. San Diego ISD will continue to work with the Workforce Development Board to continuously identify the pathways that address regional employers' workforce needs.

In addition, the Coastal Bend College defined the regional needs and provided a structured path to certifications and Associate's degrees to address the projected occupational growth.

Utilizing this data, San Diego ISD will respond to these occupation opportunities by developing innovative high school models that will provide wrap-around services that immerse students from every grade level in rigorous educational opportunities that identify Texas' labor market demands, respond to employer needs, and focus both on educational and employment outcomes. This will include:

- Mentoring;
- Articulation of credits from high school to college;
- Flexibility in scheduling; and/or
- Work-based education (i.e. internships and externships).

San Diego ISD and Workforce Solutions of the Coastal Bend will collaborate to continue to identify employers for students upon receipt of their certification, diploma, Associate's degree, and/or appropriate work-based training. Workforce Solutions of the Coastal Bend representatives will ensure that priority status, in terms of interviewing with participating employers, will be provided to student participants. This requirement has also been included in the attached signed letter of support.

Attached is a 2018–2019 list of identified high-demand occupations (5 pts.).

Statutory Requirement 9: Describe how the applicant ensures that P-TECH or ICIA (or similar) students are entitled to the benefits of the FSP in proportion to the amount of time spent by the student on high school courses while completing the course of study established by the applicable IHE or Business Partner MOUs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As per the rules that were adopted by the Commissioner and as identified in the Texas Education Code, Chapters 41, 42, and 46, funds obtained from the Foundation School Program (FSP), which are allocated based on student enrollment and daily attendance, are being utilized to target students for the district's current Early College High School (ECHS) Program. Therefore, in order to ensure that P-TECH participants reap these benefits in proportion to the amount of time spent on high school courses while completing the course of study, the district will coordinate efforts with Coastal Bend College to allow qualified high school teachers to become adjunct faculty. They then can become Board approved to teach dual and concurrent credit courses at the campus. In addition, Coastal Bend College will also offer online dual and concurrent credit formats that will provide students with college courses in the convenience of their high school classrooms.

By performing both of these activities, students will have the ability to remain at the campus during many of their courses and benefit from the facility resources provided through the use of FSP funds. These resources will include but are not limited to the following:

- Use of the campus library to complete assignments and conduct research;
- Classroom space for study groups and mentoring sessions;
- Access to computers/laptops, software, curriculum, and Internet; and
- Use of welders, paint sprayers, and safety gear needed for training in architecture and construction courses.

These proposed strategies are formalized within the IHE articulation agreement and in the Industry/Business Partner Memorandums of Understanding.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

TEA Program Requirement 1: Please describe how you currently identify needs, create action plans, and engage in a process of continuous improvement for the P-TECH or ICIA (or similar) program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify Need: In order to identify struggling students that are in need of assistance, San Diego ECHS monitors participants coursework closely. Teachers and instructors, at both the college and high school-level are required to provide the Principal and Counselors regular updates on each student's progress and notify them if a student is struggling in any manner. This includes: Not understanding the prescribed coursework; Failing to turn in or complete assignments; Being disruptive in class; and/or Not participating or attending classes.

Once a student has been identified as needing assistance, the student is called in to meet with the Principal and their assigned Counselor in order to discuss any issues that may be contributing to their lack of performance. If a solution is readily available, the student is assigned to mandatory tutoring to help them catch-up, and a Notice of Concern is sent home to his/her parent or guardian.

Create Action Plans: Should the student fail to show improvement, fail a high school/college course, and/or have a college GPA of 2.0 or less, the student is placed on a Warning Status. The Principal and the assigned Counselor then schedule a Student Success Conference in which the teachers, parents/guardians, and student need to attend. During this conference, an Action Plan will be prepared that will identify obstacles negatively impacting the student. Items that will be examined will include:

Academic	Personal/Other
Ineffective study skills	Financial difficulties
Undeveloped time management skills	Health problems
Unprepared for exams	Hard to get out of bed in the morning
The transition phase between high school and college courses	Use or abuse of alcohol or other substance(s)
Hard to concentrate/daydreaming	Possible learning disability
Difficult classes/not prepared for course level/poor reading skills	Difficulty sleeping at night
Conflict with professor	Pressure, stress, anxiety or tension
Unable to understand course content or find important information	Excessive time spent online

As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described (10 pts.) Based on the information above, the Principal and Counselors will work with the student, teachers, and parents/guardians to document various solutions for the student to overcome the obstacles that have been identified. The student will then review the solutions offered and document how each solution can help him/her improve, as well as, the time and effort that the student is prepared to commit in order to ensure these solutions work.

Finally, an Action Plan will be developed in which goals will be set by the student and parents. Elements of the Action Plan will include the following:

- Specific - Goals will be as specific as possible;
- Measurable - Goal will be measurable;
- Attainable - Goals will be achievable;
- Realistic - Goals will be realistic; and
- Timely - A timeline will be set for reaching goals.

Engage in a Process of Continuous Improvement: San Diego ECHS will closely monitor all struggling students until they have successfully obtained their Associate's degree, high school diploma, and their workforce certification. The teachers will be required to submit regular reports to the Principal and Counselors indicating how the students are progressing. Finally, a mentor will be assigned to the student to provide one-on-one tutoring assistance and serve as a positive role model.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

TEA Program Requirement 2: Identify the job titles who currently serve on the leadership team for the P-TECH or ICIA (or P-TECH similar) program. Describe how the current leadership team reviews agreements, monitors progress, and reviews data to problem solve and course correct. Response is limited to space provided, front side only.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 pts.) A Leadership Team has been established that includes high-level personnel with decision-making authority. This includes the following: Superintendent, Director of Educational Services, Director of Finance, San Diego ECHS Principal, Coastal Bend College President, College Director of Dual Enrollment, Coastal Bend College Liaison, and Industry Liaisons. Each of these individuals have the experience needed to ensure the successful implementation of the program goals, objectives, and activities. The Leadership Team meets regularly to review agreements, monitor progress, and analyze data to problem solve and course correct. During these meetings, the Principal first submits any new or amended agreements for review. The Superintendent provides each member the opportunity to ask questions or make recommendations to the agreements. If changes are suggested, then the agreement is tabled until the next meeting for review and approval. If no changes are required, the agreement can be approved for implementation.

Once all agreements have been reviewed or approved, the Leadership Team analyzes program data. Any issues identified are discussed, and a Corrective Action Form is completed. The Corrective Action Form lists all the identified areas of weakness and solutions for improvement. Additionally, goals are set for improvement by each member of the team. Once these goals are set, the Leadership Team reviews any suggestions that are submitted for course corrections and how they will address the goals of the program. The Leadership Team then determines if there is sufficient cause for course correction and provides their recommendation. Each of these meetings are fully documented and published on the campus' and district's websites. By publishing the meetings on the district's website, as well as, having multiple stakeholders participate in the Leadership Team, the district ensures that there will be a level of involvement and commitment to the program by all participants, including management, staff, collaborators and partners.

TEA Program Requirement 3: Describe your current systems/programs for supporting students both academically and socially/emotionally so that they are successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS campus has full-time Counselors assigned specifically to its ECHS students. The Counselor provides services in partnership with the Coastal Bend College ECHS Liaison. The services provided to the students include academic and social/emotional services and are currently in place to support student success in rigorous academic and/or work-based educational experiences. These services include the following:

Academic: The Early College High School provides a personalized learning environment by creating a seamless curriculum between the high school and the Coastal Bend College. The campus provides a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school implements a follow-up procedure to ensure the implemented strategies are effective. For example, if a student is not performing at the required level in two or more college courses, the Principal and Counselors will personally meet with the student to identify the reason for the student's low performance. This occurs after each progress reporting period and after each 6-week report card distribution.

Once the issue has been identified, the Counselors will ensure the required measures are taken. Measures include, but are not limited to, the following actions: Teachers meet as a team to discuss the student's specific grade-level needs and implement a plan of intervention; Parents are contacted for any student failing or borderline of failing; Coastal Bend College provides tutorial programs in all subject areas, when required, and at various times. In addition, Coastal Bend College provides academic tutoring in most college subjects and also provides computers for student use, Internet access, and academic printing. The college's learning environment is one of the district's top priorities for the ECHS to ensure that students are feeling comfortable and become successful in their classrooms and coursework.

Social/Emotional: The social and emotional support of the students are crucial to maintain in order to improve attendance and ensure academic success. The campus provides continuous social and emotional support to the students by employing full-time Counselors and by the establishment of a Personalized Learning Community (PLC). The PLC offers: Individualized career and course planning with all students; Individual Graduation Plans; Assistance to students with personal or family matters; and Social and emotional advisement. Moreover, group sessions are provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences are set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how you meet each of the participant requirements outlined in the grant specific requirements of this RFA (located on page 16 of the Program Guidelines). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the initial needs assessment process, the Superintendent, Director of Educational Services, Director of Finance, ECHS Principal, and other district/campus personnel reviewed the participant requirements outlined on page 16 of the Program Guidelines. Based on their review, it was determined that the district met each of the following eligibility requirements for the P-TECH Program:

- a. The ECHS campus currently serves 369 students in grades 9th through 12th;
- b. This requirement does not apply to the ECHS campus since it already serves students in grades 9th through 12th;
- c. The ECHS campus currently implements a program similar to P-TECH that allows students to: earn industry certificates and Associate's degrees, participate in programs that create a seamless transition to additional education or the competitive job market, and/or engage in appropriate work-based education at every grade level;
- d. The ECHS campus has an established partnership with Coastal Bend College and an active Memorandum of Understanding (MOU) which has been attached to this proposal;
- e. The ECHS campus has established partnership(s) with 2 employer(s), Mel's Welding and Luchazie Construction. Letters of support have been attached to this proposal; and
- f. The ECHS campus did not receive an award for Industry Cluster Innovative Academy Grant.

By thoroughly reviewing each participant requirement, it was determined that Name of Campus is eligible for the P-TECH/ICIA Program.

TEA Program Requirement 5: Describe your current process for Texas Success Initiative (TSI) testing students, how often students are tested, where they test, and how the data is used to benefit students. If you are not currently a TSI testing site, describe how you will become a TSI testing site for the 2019–2020 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current process for TSI testing and success includes academic preparation classes, academic interventions for students who do not pass the TSI, and waived assessment fees.

Academic Preparation Classes: After the conclusion of the state assessments, 8th grade students receive targeted TSI assessment preparation by the Reading, Writing, and Mathematics teachers. The students continue through summer school with an additional TSI assessment prep program so that they may be able to take the first TSI assessment at the end of June.

Academic Interventions: The ECHS offers summer TSI prep classes for all high school students who are not TSI ready in one or more sections. Additionally, the ECHS offers TSI prep classes and college readiness workshops through Coastal Bend College during the regular school year for those students who need to pass one or more sections of the TSI assessment.

Assessment Fee Waivers: ECHS students are not required to pay any assessment fees.

How Often Students Are Tested: The TSI is administered at least 3 times per year.

Where the Students Test: All students are tested at San Diego ECHS.

How the TSI Data Benefits Students: The data collected from the test results is utilized to provide supplemental academic tutoring and interventions for the benefit of the students.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 066-902		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 066-902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 066-902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 066-902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 066-902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 066-902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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